

“Look Away from the Screen”: Making Online Learning Three-Dimensional

Recently, teachers have expanded their knowledge of synchronous and asynchronous tech tools for online teaching; however, we must recognize the reality of screen fatigue and provide a break from the virtual.

In this webinar, we will:

- examine how to push the boundaries in online classes from one-dimensional screens to students’ three-dimensional environments
- reflect on how to diversify activities in online environments
- discover how to combine digital learning with off-screen activities to enhance student motivation, engagement, and general well-being



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Session Roadmap

- Discuss the effects of virtual learning on student motivation, engagement, and well-being
- Identify three learning styles and their role in differentiating learning
- Explore three ideas to make your lessons “three-dimensional”



Think about your own experience teaching online in the past year or more.

How comfortable do you feel teaching online?

What kinds of synchronous and asynchronous tools do you use?



Educational Technology

Teachers have become experts in educational technology tools.



Quizlet



Kahoot!



Think about your own experience teaching online.
How do you feel after a day of virtual classes?



“Zoom Fatigue”

- Close-up eye contact
- Reduced mobility
- Cognitive load

(Bailenson, 2021)

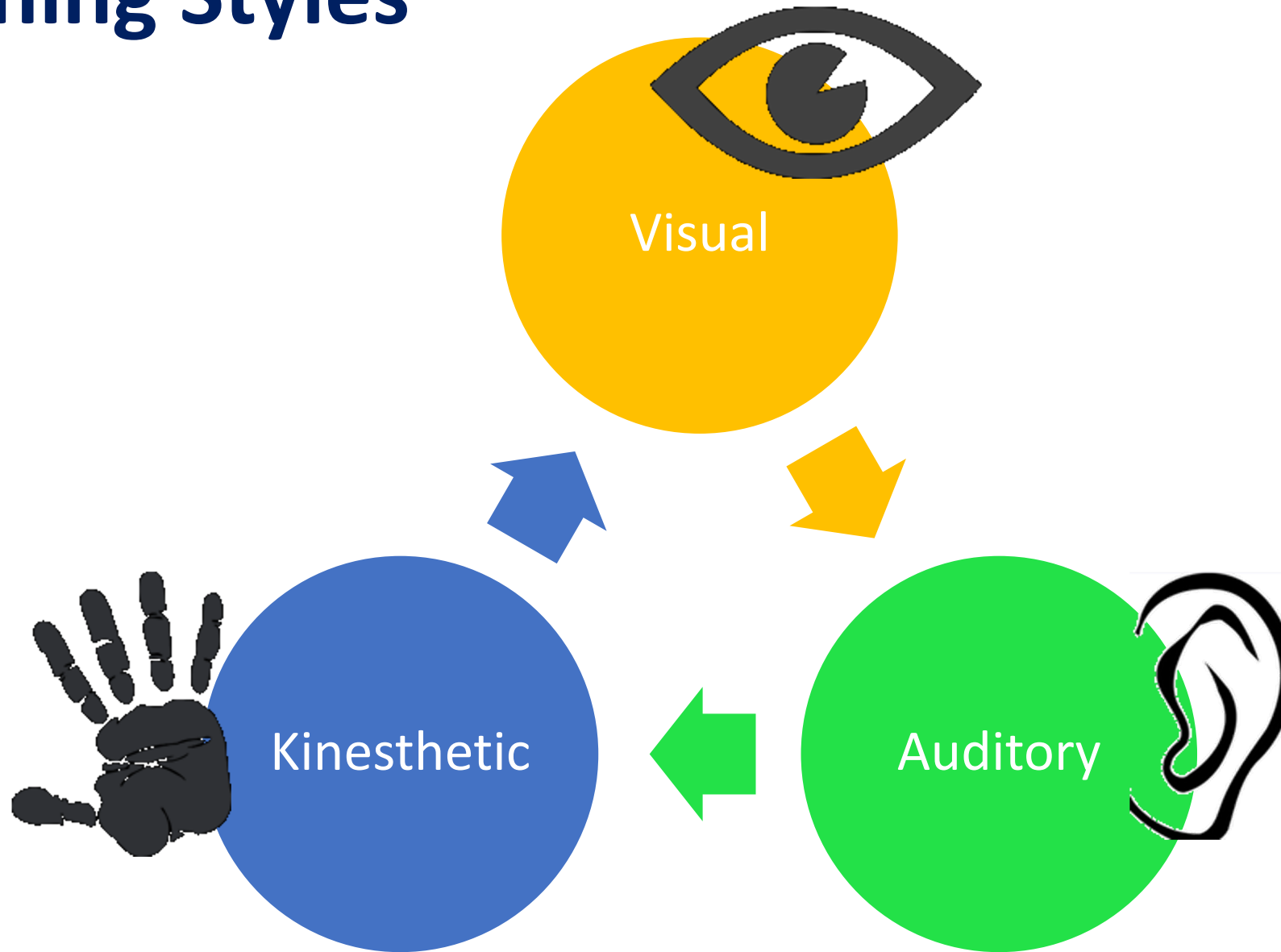


Each student learns differently.

What learning styles or learning preferences have you heard of?

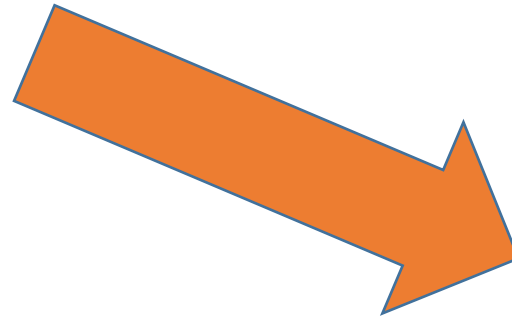
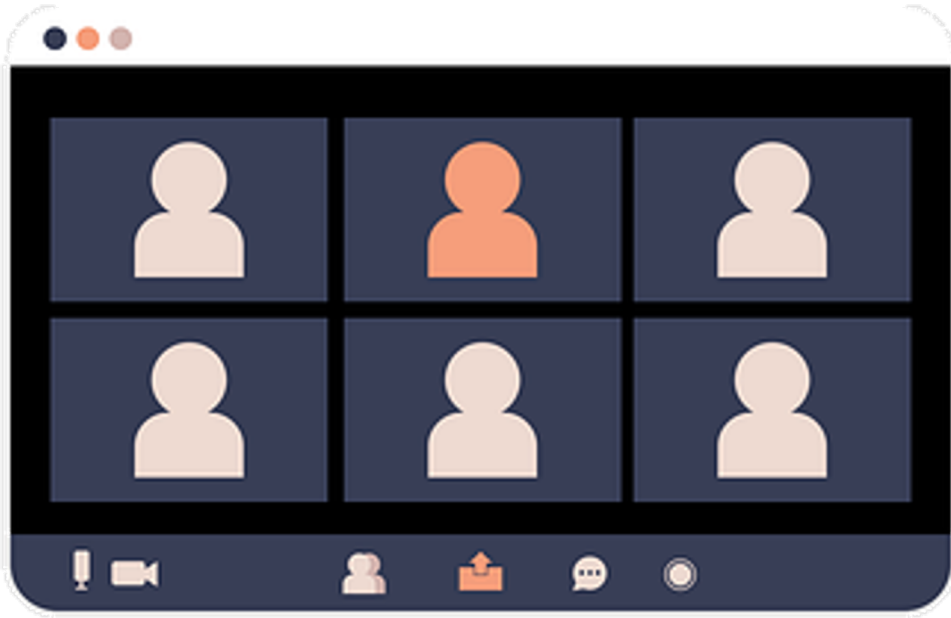


Learning Styles



(Barbe, Swassing, & Milone, 1979)

Make Learning “Three-Dimensional”



Make Learning “Three-Dimensional”



Bring back paper



Get physical

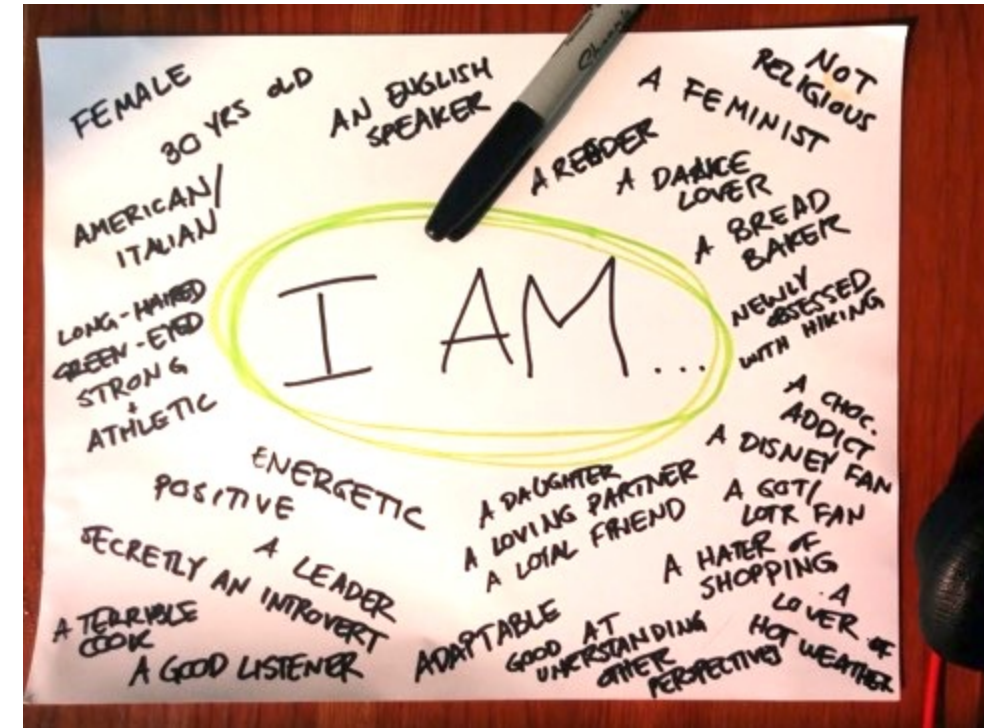


Engage with space

Bring back paper - #1



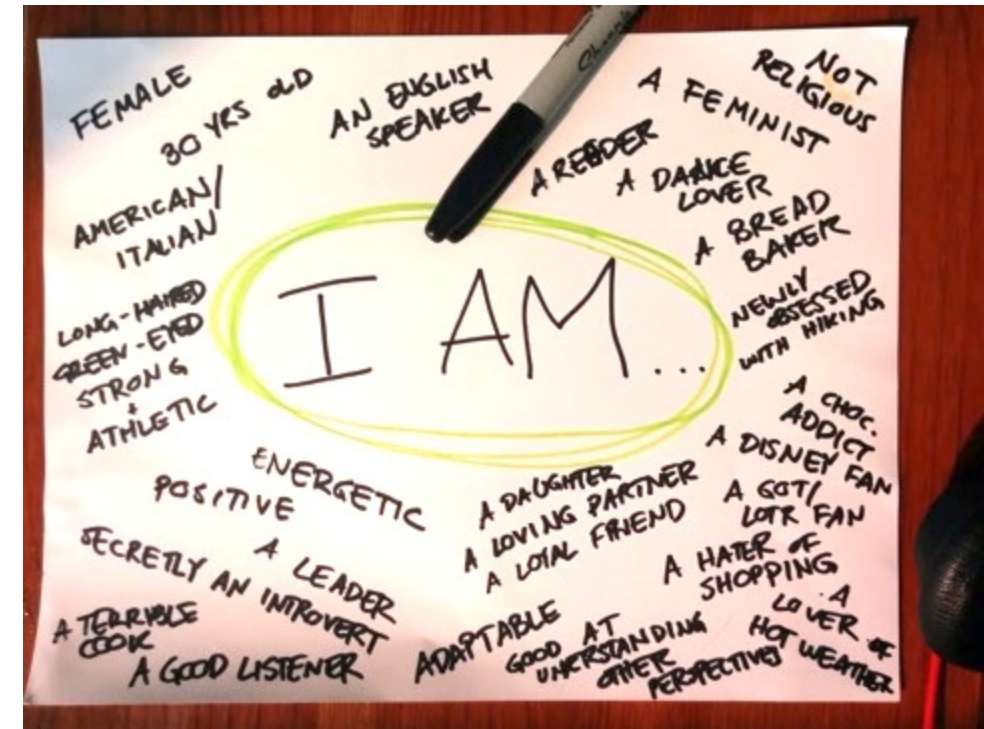
Idea 1: Identity Map



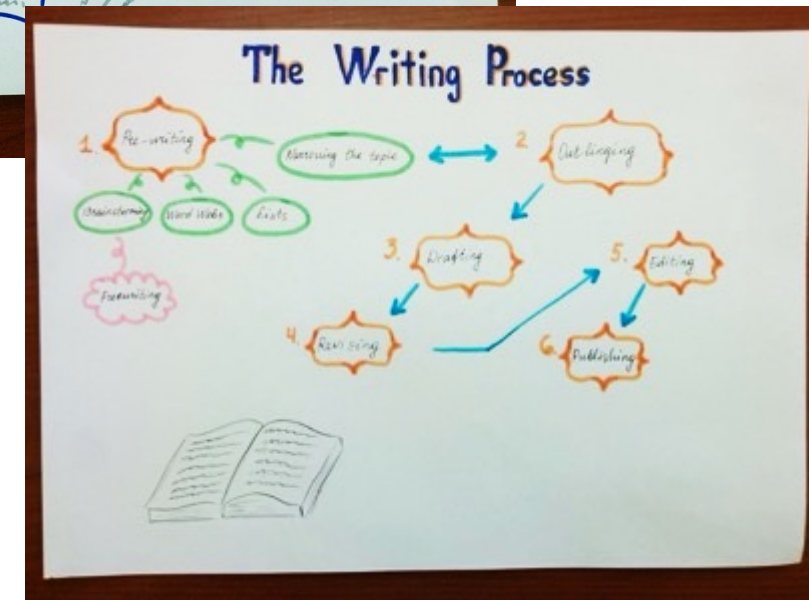
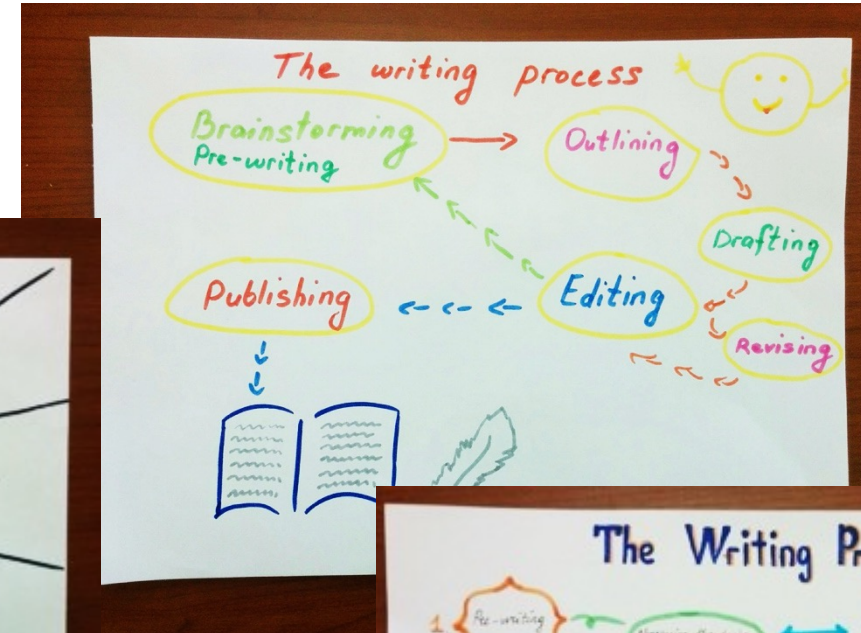
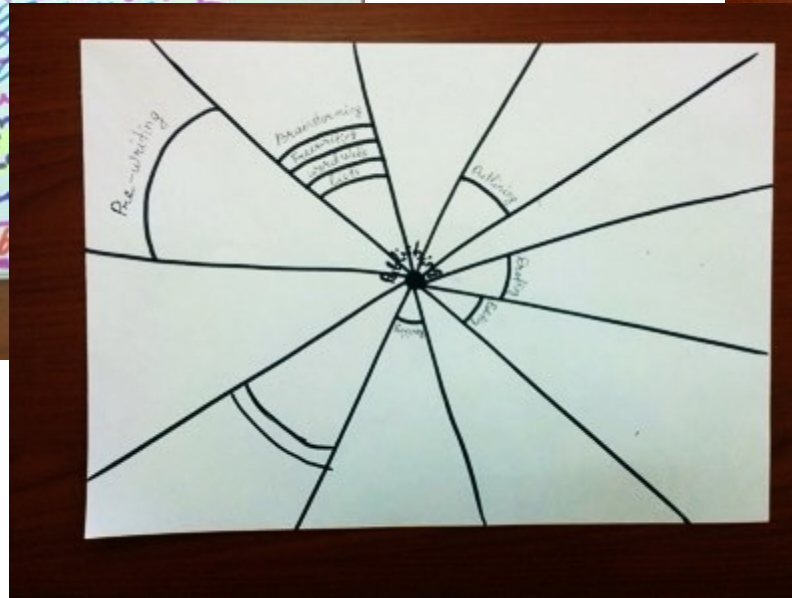
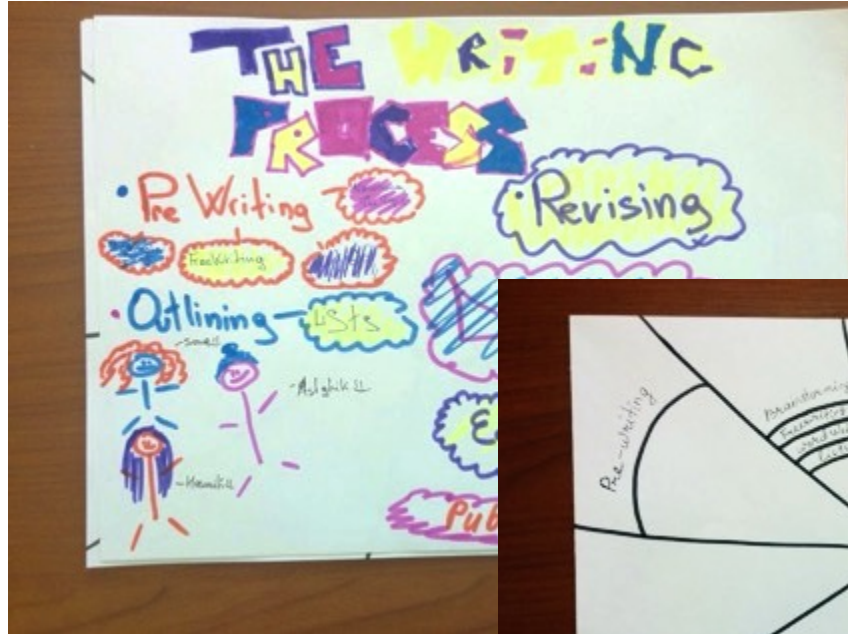
Bring back paper - #1

Language focus:

- Simple present *be* (*I am.... She is....*)
- Adjectives (personality, mood, etc.)
- Compound nouns and noun endings (*a chocolate addict, a Disney fan, a dance lover, a chocoholic, a daydreamer*)

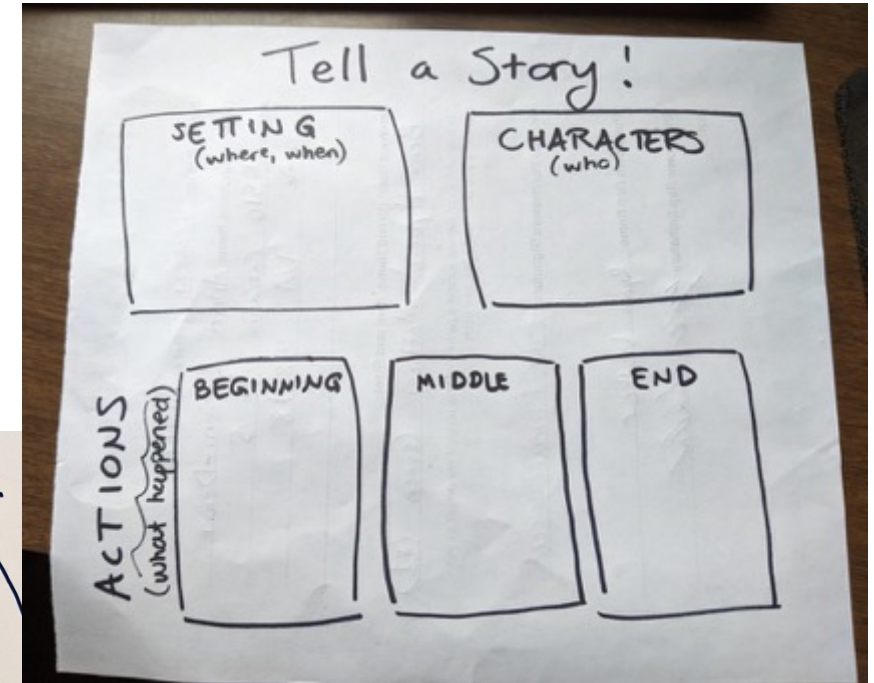
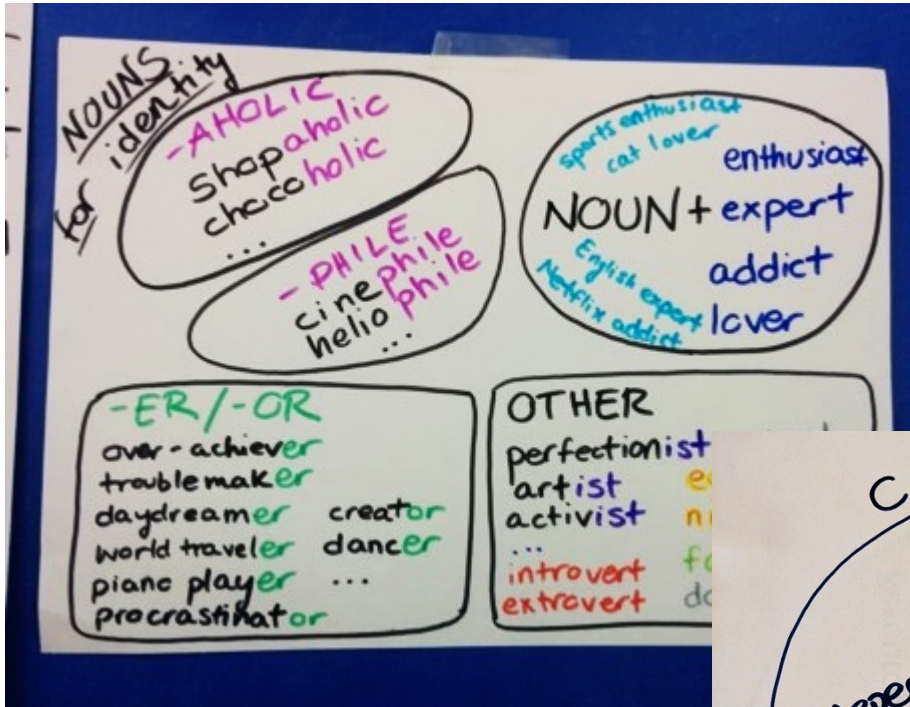


Bring back paper - #2



Idea 2: The Writing Process

...More Graphic Organizers



Bring back paper

What kinds of activities do you have students do on paper during synchronous classes?

Tell us in the chat!



Bring back paper

Considerations:

- Students can hang their artwork in their room as a reminder.
- Tell students what materials they need ahead of time.
- Allow students to share their work online.



Get physical

total *response*

TPR = Total Physical Response

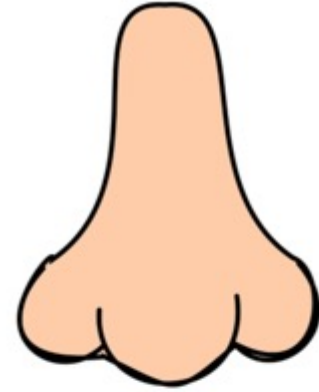
→ teaching using physical movement



Get physical - #1

Idea 1: Words with Gestures

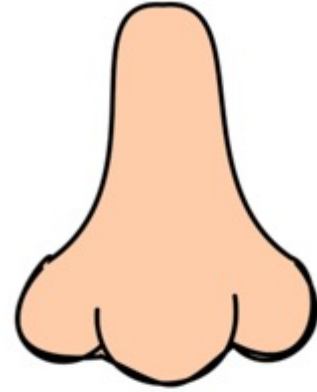
- Ask students to turn cameras on and explain that they will *move* and speak.
- Teach students a set of words with associated gestures.
- Call out one word at a time (or have a student call them out).
- Students do the gesture every time they hear the word.



Get physical - #1

Variations:

- Written words: show the written word and students do the gesture
- Flip it: one student does the gesture, others repeat or spell the word



Get physical - #2

Idea 2: Statues

- Give each student a pose description.
- Split into pairs (breakout rooms).
- Each student performs his/her pose for a partner.
- The partner takes notes and describes the pose.
- Switch partners. Each partner describes the pose that their previous partner did. The new partner must recreate the pose!



Get physical - #2

Language focus:

- Body parts
- Actions
- Present continuous or imperative verbs



Get physical

What kinds of activities have you done to get students moving?

Tell us in the chat!



Get physical

Considerations:

- Turning on cameras
- Make it a routine from the beginning!



Engage with space



What do you see in this bedroom? Type one thing you see in the chat!

Engage with space - #1



Idea 1: Guess What—in 3-D!

- Students find several objects in their house that fit a certain category and show them to their classmates.
- They describe one of the objects in as much detail as possible to their classmates, without saying what it is.
- The classmates guess which object it is.

Engage with space - #1

Variations:

- Categories

- Where it is found
- What it is used for
- What letter it starts with

- 10 Questions game

- Describe how it is used

Language focus:

- Vocabulary
- Yes/No question formation
- Passive voice

Engage with space - #2



Idea 2: Real-Life Pictionary

- Students look outside their window or observe something in their house.
- Time for freewriting (3-5 mins).
- In pairs:
 - Student 1 shares observations.
 - Student 2 draws what Student 1 describes.

Engage with space

How else can we get learners to engage with their surroundings during online classes? Tell us in the chat!



Make Learning “Three-Dimensional”



Bring back paper



Get physical



Engage with space

Engage with space

Which activity are you most interested in trying in class?

- Identity Map
- The Writing Process
- Graphic Organizers
- Words with Gestures
- Statues
- Guess What
- Real-Life Pictionary



References

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Reflection Questions

1. Think about how your students might feel mentally and physically after an online learning session. Is there anything you might change in your classroom routines to help students feel more energized and engaged?
2. What types of movement-based activities would work well in your online or hybrid classes?
3. When in an online class meeting might you include movement or “away from the screen” 3-D activities? Why?



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